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ABSTRACT

A telephone survey was conducted in Fall 1979 by Santa Ana College (SAC) to determine its service community's: demographic characteristics; familiarity with SAC and its course offerings; perception of the college's mission; satisfaction with and attitudes toward SAC; and educational needs and desires. Telephone interviews were completed with 600 individuals, comprising a representative sample of the school's district. Major findings indicate that while 94% of the respondents had heard of SAC and 40% reported that they or someone in their household had attended SAC, 31% did not know that tuition was free and 38% did not recall having received a class schedule in the mail. SAC was rated as doing a very good job in serving the community's needs by 53% of the respondents, but 26% did not feel familiar enough with the college to rate it. Respondents rated vocational education, transfer education, and personal interest education as the most important community college functions, and rated providing basic skills education and financial aid as "not very important." Over half (58%) said that they or a household member would be interested in taking classes at SAC; arts, crafts, business, and English courses were requested most frequently. Classes which meet once a week for three hours on week days in the mornings or evenings were felt to be most convenient. The 26-item interview guide is included in the survey report. (Author/JP)

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Community Needs Assessment Survey

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JC 800 160

Rancho Santiago Community College District

Community Needs Assessment Survey
for
Santa Ana College
and the
Rancho Santiago Community College District

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February 1980

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ABSTRACT

Santa Ana College administration requested that its Institutional Research Office survey the community as a component of its marketing strategy. The objectives of the community needs assessment were to determine the community's degree of familiarity and satisfaction with SAC, the community's perception of what the mission of the community college should be, and the community's educational needs and desires. Six hundred telephone interviews were completed, comprising a representative sample of the school's district. Almost all respondents had heard of SAC, and about half reported that they or someone in their household had attended SAC at some time in the past. However, 31% did not know that SAC was tuition free, and 38% did not recall receiving a class schedule which was mailed to them. Half, 53%, rated SAC as doing a very good job serving the needs of the community, but 26% were not familiar enough with SAC to rate the college. Respondents rated providing vocational education, college transfer education, and personal interest education as most important functions of the community college, and providing basic skills education and financial aid received the highest rate of "not very important" responses. More than half, 58%, said that they or a household member would be interested in taking classes at SAC in the future, and the largest number desired personal interest classes. Classes which meet once a week for three hours are most convenient on week days, in the mornings or evenings. A third expressed interest in week end classes. Recommendations relevant to these findings are provided.

INTRODUCTION

The community college, by definition, operates to serve the educational needs of the community in which it is located. In order to do this, however, the attitudes and needs of the community must be precisely and systematically identified.

Furthermore, community colleges today are faced with the threat of unstable enrollments, and the public mood is one of selectivity in its choice of services offered to and paid for by the community. Consequently, Santa Ana College found it timely to survey its community for curriculum, program, and service planning as a component of its marketing strategy.

The objectives of the community needs assessment survey are:

1) To determine the community's degree of familiarity with Santa Ana College and its offerings.

2) To determine the community's perception of what the mission of the community college should be.

3) To determine the community's degree of satisfaction with and attitudes towards Santa Ana College.

4) To determine the community's educational needs and desires.

This report provides the methods used and findings of that survey. First, the sample selection and method of data collection are presented, followed by a demographic description of the sample and the Rancho Santiago Community College District (RSCCD) population. The findings are presented graphically and in narrative and are organized in this report to coincide with the four objectives listed above. Additionally, distribution of responses are presented by area of residence of respondents and demographic variables of sex, age, ethnicity, and income, where relevant.

METHOD

Data collection was by telephone interview. Telephone interviews were chosen because they provide a higher response rate and notably less bias in those responses. Additionally, the contact between interviewers and community members benefits good public relations for the college. The 26 question interview guide was constructed to address the four objectives, and a copy of that instrument is located in the appendix of this report.

Sample Selection

Six hundred adult responses were desired. (Approximate RSCCD population = 360,000.) The sample selection procedure used by the Gallup Organization for the Los Rios Community College District needs assessment survey was used as a model for that of this project. After a random start, telephone numbers with a prefix located in within the RSCCD were selected from the local telephone directory systematically. Each of the 600 numbers selected were used to produce a sequence of four telephone numbers, and one interview was sought from each sequence. The purpose of this procedure, besides the selection of a random representative sample of the district, was to avoid restricting interviews to listed numbers. Additionally, the selection of a sequence of four numbers from which to obtain one interview allows for disconnected numbers, business numbers, non-cooperative respondents, persistently busy lines, and respondents who were not at home after three attempts.

After a random sample of 550 telephone number sequences was selected, another fifty Anaheim Hills/Silverado Canyon area sequences were added to the sample. Population density in that area is relatively low as is the participation rate of residents attending SAC. For those two reasons, the sample was stratified, giving double weight to that area.

Data Collection and Interviewing

Detailed data collection experiences are reported here for the benefit of the many colleges who are presently planning needs assessments.

The interviewers were instructed to call each number in a sequence three times, at different times of the day and week, before moving on to the next number in the sequence. All responses were recorded by the interviewers. A sample interviewer log sheet as well as detailed interviewer instructions are included in the appendix.

Interviewing began in September 1979 and was completed in January 1980. Six trained student interviewers, three men and three women, were used. The three female interviewers persisted and became very skilled, but the men lost interest and terminated early. Two of the remaining interviewers were mature re-entry students, and one was Spanish bilingual speaking. Over the four month period, 354 hours were required to complete 600 interviews; that is, 1.7 interviews per hour were obtained. An interview required a minimum of seven minutes, an average time of ten to fifteen minutes, and a maximum length of one hour was recorded. The distribution of responses of the 4797 calls made to obtain 600 completed interviews is shown below in Table 1.

Table 1
Distribution of All Attempted Calls

Type of Response	Frequency n	%
Completed	600	12.5
Disconnected	672	14.0
Uncooperative	505	10.5
No answer	2158	45.0
Call back	220	4.6
Out-of-district	185	3.9
Business	215	4.5
Busy line	196	4.1
Spanish speaking	43	0.9
Vietnamese speaking	3	0.1
TOTAL	4797	100.0

Regarding the above distribution, no records were maintained to indicate reasons sometimes given for non-cooperative respondents, persons who refused to be interviewed. However, interviewers reported that this group was comprised primarily of retired persons who thought themselves too old to be concerned or interested. Also uncooperative were some who had already completed a four year college degree and busy housewives with children underfoot at the time of the call. Attempts were made by interviewers to explain that input from all community members is valuable to the college, regardless of age or interests, and sometimes the respondent relented and sometimes not.

The "call back" category includes those who were otherwise occupied at the moment of the call but agreed to be called back at a later time. Also included were respondents under 18 years of age with no adult present.

Respondents who resided out of the district were not interviewed. Because the sample was selected on the basis of telephone prefixes, and some prefixes were not exclusively within the RSCCD, the sample contained some potential out-of-district respondents. Interviewers asked first for each respondent's zip code and determined their residence status on that basis before beginning the interview.

An attempt was made before any interviewing began to screen out business respondents from the random sample of telephone numbers with the use of the criss - cross telephone directory, resulting in only 4.5% businesses being present in the sample. Without this screening, this rate would have been much larger.

If a non-Spanish speaking interviewer encountered a monolingual Spanish speaking respondent, the call was either transferred to the Spanish speaking interviewer, or the respondent was called back at a later time by that interviewer. Fifty-four interviews, or 9%, were completed in Spanish. Surprisingly, only three Vietnamese speaking respondents were encountered in spite of the fact that a growing proportion of the RSCCD population is Vietnamese. Possibly, many Vietnamese do not have telephones.

Not included in this distribution were five respondents who terminated the interview prematurely. This is a very small number considering the length of the interview.

Demographic Description of Sample and RSCCD

A graphic description of the sample of 600 district residents can be found on the following pages. In addition, Table 2 displays corresponding known characteristics of the population of the district and county. Characteristics of the sample and district will be compared to determine sample validity and representativeness. However, demographic data for the district is dated and scarce, limiting comparison.

By area, 45% of the adult sample resides in Santa Ana, 29% in Orange, 9% in Garden Grove, and 14% in Anaheim Hills/Silverado Canyon.* This is consistent with the total population distribution of the district projected from the 1976 Special Census and the stratification of the sample which double weighted the Anaheim Hills/Silverado Canyon area.

Even though a large number of older persons were thought to be in the non-cooperative respondent group, the age distribution of the sample is a normal distribution, including 12% under 20 years of age, 22% 22 to 29, 23% 30 to 39, 17% 40 to 49, 12% 50 to 59, and 12% over 60. This distribution coincides identically to the findings of the 1976 Special Census.

On ethnic background of the sample, 77% responded that they were white and 14% Mexican-American. Other ethnic groups were negligibly present: 2% black, 2% Japanese, 1% Vietnamese, 0.3% American Indian, and 4% other. Accounting for "unknowns", this distribution is the same as that found in 1976. Table 3, the

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*Santa Ana area includes zip codes 92701, 92703, 92704, 92705, 92706, and 92707; Orange includes 92665, 92666, 92667, 92668, and 92669; Garden Grove includes 92640 and 92643; Anaheim Hills/Silverado Canyon includes 92806, 92807, and 92676. SAC class schedules are mailed to all residences within these zip codes.

Table 2

Comparison of Demographic Variables of Sample
With Those Reported in 1976 Special Census

in percents

Population Distribution of RSCCD

	Census	Sample
Santa Ana Area	42%	45%
Orange Area	31	29
Garden Grove	19	9
Anaheim Hills/Silverado Canyon	8	14

Adult Age Distribution of RSCCD

	Census	Sample
18 - 19	12%	12%
20 - 29	22	22
30 - 39	24	23
40 - 49	17	17
50 - 59	12	12
Over 60	12	12

Ethnic Distribution of Household Head and Respondents

	Census	Sample
White	71%	77%
Mexican-American	14	14
Black	3	2
American Indian	1	0
Asian	1	2
Fillipino	2	-
Other	1	4
Unknown	10	-
Vietnamese	-	1

distribution of ethnic background by the four geographic areas in the district, shows the largest concentration of Mexican-American persons located in the Santa Ana area, 23.9%, compared to only 6.4% in the Orange area.

On the variable of sex, 36% of the respondents were male and 64% female. Regardless of the fact that interviewing was proportionately distributed among day, evening, and week-end hours, females more often answered the telephone than males did. Interviewers commented that occasionally a male, after answering the first question or two, would pass the telephone to his wife. Table 4, a distribution of responses to key variables by sex, demonstrates, however, that males and females did not differ significantly in most responses. (The exceptions, where differences did occur, are found in the percentage of Mexican-Americans by sex and the percentage of those who declined to state annual income by sex.)

Respondents were asked the annual income of their households for 1978. The distribution of incomes was a normal one, the modal income range falling within the $20,000's. The median income for Orange County for 1978 was $22,350. This indicates that the income of the sample is similar to that of the district and county.

Additional characteristics of respondents sought by the survey instrument include educational background and handicapped and displaced homemaker status. As can be seen, 33% of respondents had completed some college, and 18% had a B.A., B.S., or advanced degree. However, a full 22% had not completed high school.

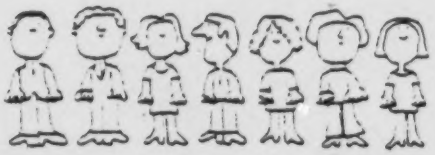
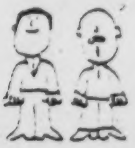
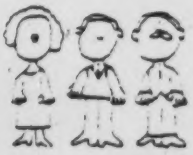
Eleven percent responded that either they or a household member was physically handicapped, and 9% revealed displaced homemaker characteristics.

Respondents were also asked if they subscribed to a local newspaper, and 70% replied that they did. Of these, 71% subscribed to The Register, and 26% to the Los Angeles Times. Asked if they ever watched Channel 50 on television, 42% responded that they did. Respondents were also asked to name the radio station

which they listened to most often, but the radio stations named were too numerous to classify.

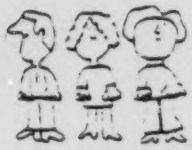
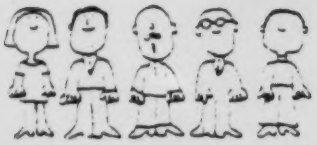
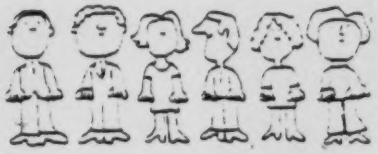
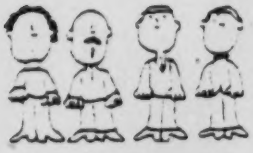
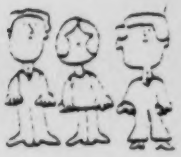
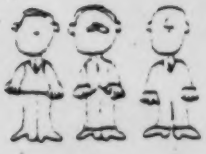
On the basis of the foregoing and with the exception of the variable of sex, it can be determined that the sample's demographic data coincides precisely enough with known district data to conclude that the results of the survey are representative of district residents. On the variable of sex, it has been shown that although females are disproportionately represented in the sample, their distribution of responses on selected variables did not differ from those of males, and, therefore, the responses of the sample can be accepted as representative of the district.

"What is your zip code?"

Santa Ana area		**45%**
Orange area		**29%**
Garden Grove area		**9%**
Anaheim Hills area		**14%**

= 25 respondents

"What is your age?"

Under 20		**12%**
20's		**22%**
30's		**23%**
40's		**17%**
50's		**12%**
Over 60		**12%**
Decline to state		**2%**

= 25 respondents

"What is your ethnic background?"

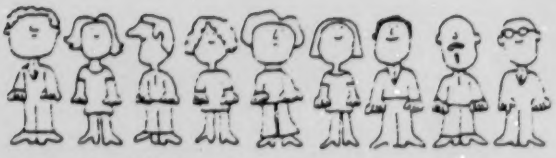
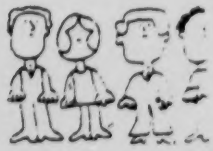
White	 77%
Mexican-American	 14%
Black	2%
Japanese or Chinese	2%
American Indian	0
Vietnamese	1%
Other	4%

Table 3

Ethnic Background of Sample
By Area

in percents

Ethnic Background	Santa Ana	Orange	Garden Grove	Anaheim Hills/ Silverado
White	66.0%	89.0%	87.3%	87.3%
Mexican-American	23.9	6.4	3.6	6.3
Black	2.6	1.2	1.8	0
Japanese/Chinese	0.4	0.6	3.6	5.1
American Indian	0.4	0	1.8	0
Vietnamese	1.5	0	0	0
Other	5.2	2.9	1.8	1.3

Table 4

Responses to Selected Variables
By Sex

in percents

Variable-Question	Male	Female
Area of Residence		
Santa Ana	45.8%	44.1%
Orange	27.4	30.4
Garden Grove	10.8	8.6
Anaheim Hills/Silverado	12.3	14.3
Age		
18-19	17.5	8.8
20-29	26.9	19.2
30-39	21.2	25.2
40-49	14.2	18.7
50-59	11.8	11.9
Over 60	8.0	14.0
Decline to State	0.5	2.1
Ethnic Background		
White	70.8	80.5
Mexican-American	17.0	12.7
Black	2.4	1.3
Japanese/Chinese	2.4	1.0
American Indian	0.5	0.3
Vietnamese	1.9	0
Decline to State	0.9	1.0
Other	4.2	3.1
Annual Income		
Under $5000	5.9	8.2
$5000-$9999	10.3	10.5
$10,000's	26.0	20.2
$20,000's	20.1	24.3
$30,000's	15.2	13.7
Over $40,000	16.7	9.9
Decline to State	5.9	13.2
Last Grade Completed in School		
Less than high school	21.8	21.6
High school graduate	22.3	28.1
Some college	32.7	32.7
B.A. or B.S.	11.8	8.1
Advanced degree	10.0	6.2
Other training	0.5	2.9
Decline to State	0.9	0.5

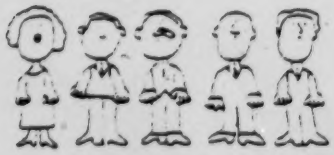
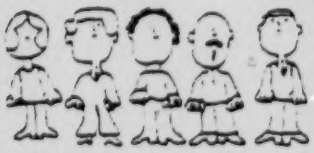
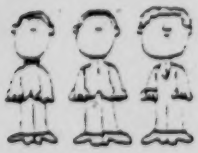
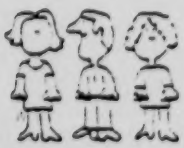
Table 4, cont'd

Responses to Selected Variables
By Sex

in percents

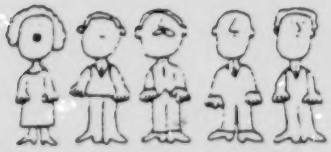
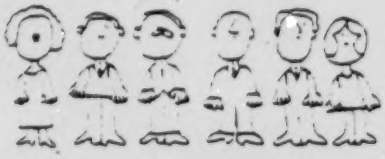
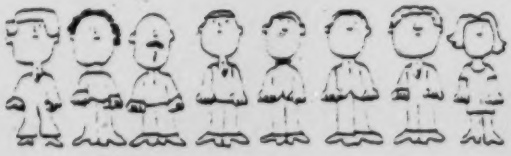
Variable-Question	Male	Female
Have you heard of SAC?		
Yes	91.0%	95.6%
No	9.0	4.4
Have you ever taken a class at SAC?		
Yes, respondent	30.5	29.9
Yes, household member	21.4	15.9
No	48.1	54.2
Would you take a class in future?		
Yes, respondent	49.8	46.2
Yes, household member	10.4	10.2
No	39.8	43.5
Reason Not Interested		
Attending elsewhere	17.6	18.2
Have enough education	23.5	15.4
No time	33.8	32.9
Moving	5.9	2.1
Wrong classes offered	0	1.4
Other	19.1	19.1

"What was the annual income of your household for 1978?"

Under $5000		**7%**
$5000 to $9999		**10%**
$10,000's		**22%**
$20,000's		**23%**
$30,000's		**14%**
Over $40,000		**13%**
Decline to state		**10%**

= 25 respondents

"What was the last grade you completed in school?"

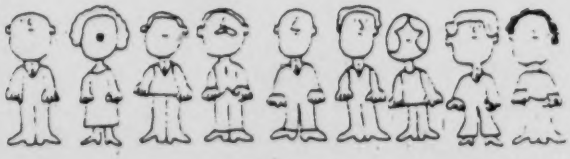
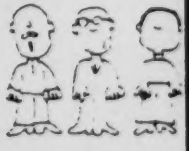
Less than high school graduate		22%
High school graduate		26%
Some college		33%
B.A. or B.S.		10%
Advanced degree		8%
Other training		2%

= 25 respondents

"Are you or any members of your household handicapped?"

Yes, respondent **6%**

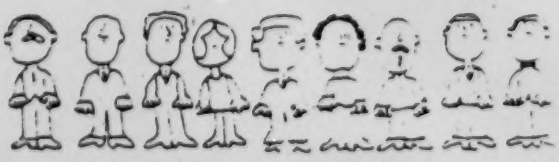
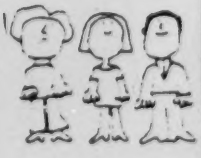
Yes, household member **5%**

No  **89%** 

"Are you or any members of your household recently divorced or widowed and left without adequate means of support?"

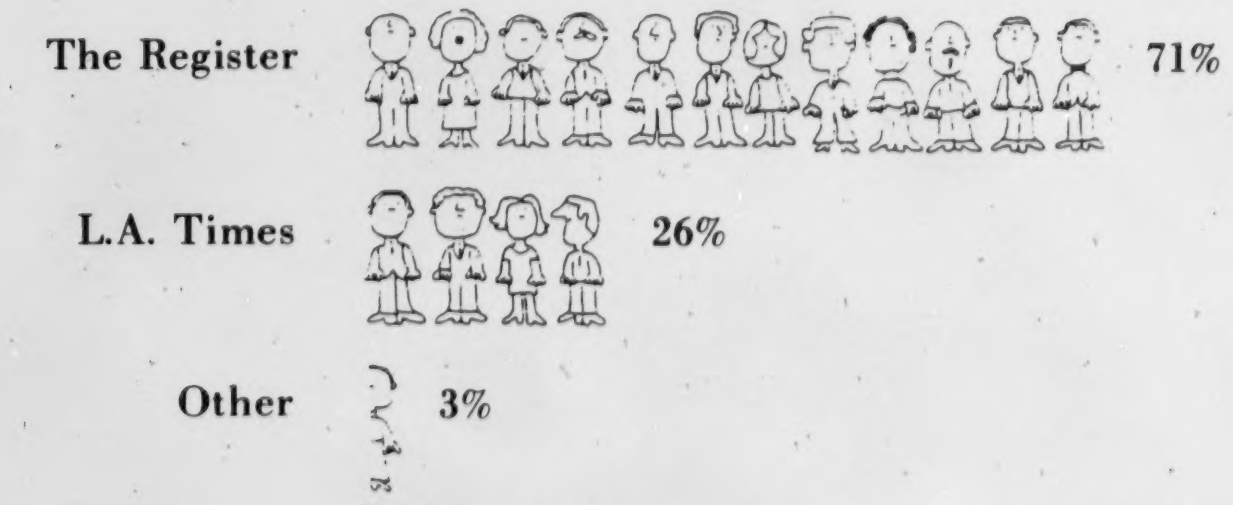
Yes, respondent **6%**

Yes, household member **3%**

No  **91%** 

"Do you subscribe to a local newspaper?"

"Which one?"



FINDINGS

Objective: To determine the community's degree of familiarity with Santa Ana College and its offerings.

To accomplish this objective, respondents were asked, first, if they had heard of SAC, and then how they knew about SAC, if they recalled receiving a class schedule in the mail, if they knew that SAC is a tuition-free institution, and if they or anyone in their household had ever taken a class at SAC. Frequencies of responses to these questions are presented graphically on the following pages. Additionally, Table 5 shows the distribution of selected responses by area of residence of respondent.

An overwhelming 94% of all interviewees had heard of SAC, and no differences on this response exists between areas.

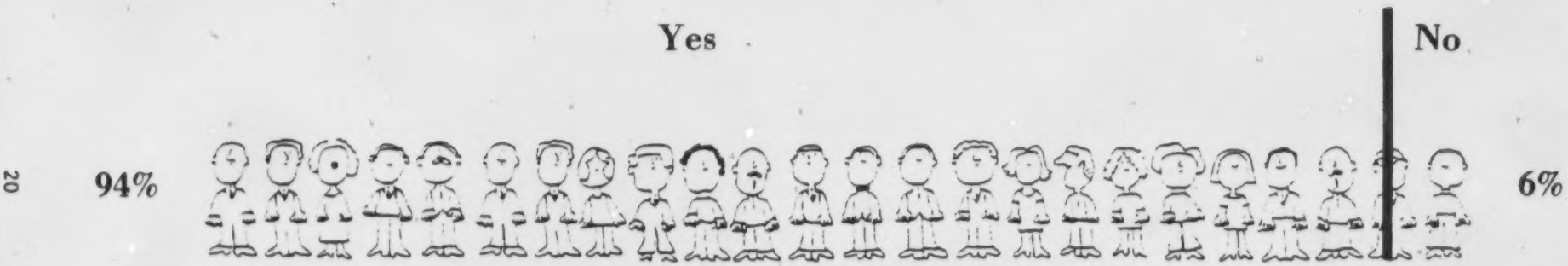
Most respondents, 45%, knew of SAC because they lived and traveled in the area, and 40% knew of SAC because they, a family member, or a friend had attended. District mailings had acquainted 11% of the respondents with SAC.

Although class schedules had presumably been mailed to every residence receiving an interview, 38% did not recall seeing one. By area, Anaheim Hills/Silverado Canyon had the lowest rate of recall on this variable, 59%, and Orange had the highest, 65%.

Surprisingly, 31% of all respondents did not know that tuition is not required at SAC. Interviewers noted that many expressed surprise upon learning that SAC is tuition-free.

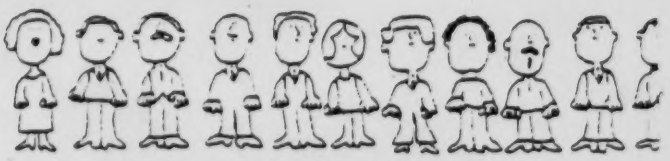
When asked if they or anyone in their households had taken classes at SAC in the past, 48% responded that they had. By area, Anaheim Hills/Silverado Canyon expressed the lowest previous participation rate, 40%, as is already known, and Orange had the highest, 54%.

"Have you heard of Santa Ana College?"



= 25 respondents

"How do you know about Santa Ana College?"

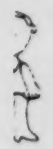
Familiar with/ Live in area  **45%**

Self or family member attended **33%**

Friend who attended **7%**

From media **2%**

From mailings **11%**

Other  **2%**

= 25 respondents

"Did you receive a class schedule from Santa Ana College in the mail this summer?"

= 25 respondents

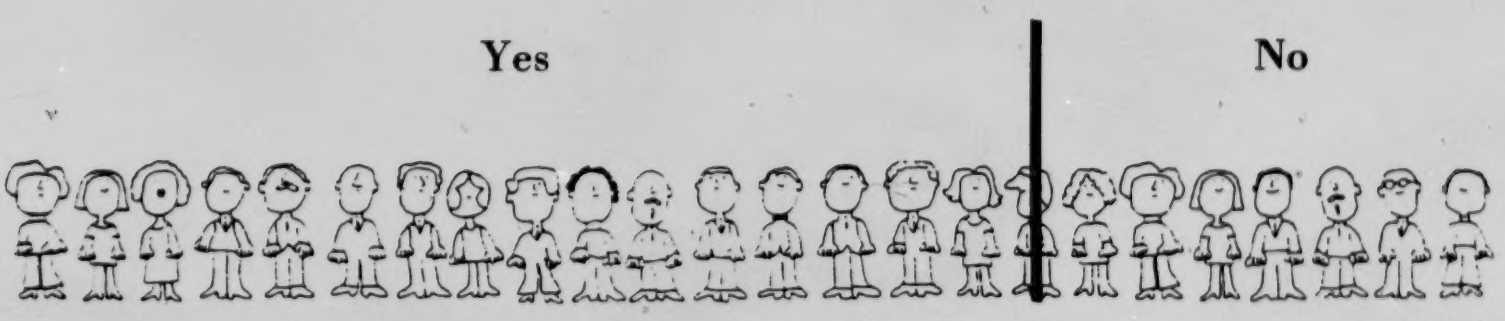
Table 5

Familiarity Of Respondents With SAC
By Area

in percents

Variable-Question	Santa Ana	Orange	Garden Grove	Anaheim Hills/ Silverado
Have you heard of SAC?				
Yes	92.9%	96.6%	94.6%	93.8%
No	7.1	3.4	5.4	6.2
Have you ever taken a class at SAC?				
Yes, respondent	28.7	34.9	32.7	26.3
Yes, household member	19.2	18.6	10.9	13.8
No	52.1	46.5	56.4	60.0
Did you receive class schedule?				
Yes	62.3	65.1	60.7	59.3
No	37.7	34.9	39.3	40.7

"Did you know that Santa Ana College is tuition free?"



= 25 respondents

"Have you or anyone in your household ever taken a class at Santa Ana College?"

Yes, respondent **30%**

Yes, household member **18%**

No **52%**

= 25 respondents

Objective: To determine the community's perception of what the mission of the community college should be.

Over the years, the community college has accumulated an increasing amount of functions and roles. It was appropriate, therefore, to have the community review those roles. This survey asked community residents to rate some of those roles as being very important, fairly important, or not important. As has been traditional, providing vocational education and transfer education were the two functions rated as most important, and providing personal interest classes closely followed. While providing community service programs received the lowest percentage of "very important" ratings, 54%, providing financial aid and basic skills education provoked the most diverse ratings, the largest percentage of "not important" ratings, as well as a large number of comments from respondents. Comments offered by respondents and recorded by interviewers are included in the appendix of this report. In this case, some respondents were very verbal regarding their opinions that basic skills should be acquired before the college level and that financial aid should be provided only in cases of explicit need or work performed.

"Please tell me whether you think the following purposes and goals of Santa Ana College are very important, fairly important, or not important."

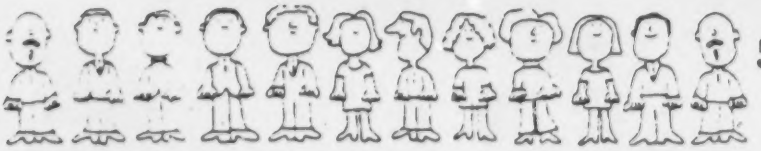
To Provide:	Very Important	Fairly Important	Not Important
Transfer Education	83%	14%	3%
Vocational Education	91%	8%	1%
Basic Skills Education	79%	12%	10%
Community Programs	54%	38%	8%
College Counseling	77%	20%	4%
Financial Aid	60%	25%	15%
Personal Interest Classes	78%	16%	6%

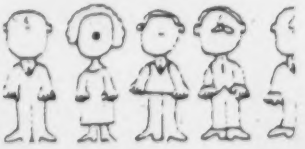
Objective: To determine the community's degree of satisfaction with and attitudes towards Santa Ana College.

All respondents were asked to rate the job that SAC has done in serving the of the community as a very good job, a fairly good job, or not a good job. The majority, 53%, rated SAC as doing a very good job, but 26% did not know enough about SAC to make this judgement. This finding is significant to the objective previously discussed, determining the community's degree of familiarity with SAC. Only 1% responded that SAC was doing a poor job, and interviewers reported that most were impressed with SAC.

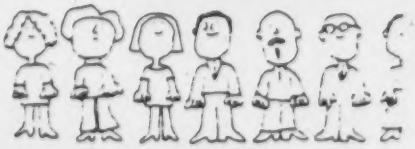
Table 6 shows that females rated SAC more favorably than did males, as did respondents over 30 years of age and Mexican-Americans. (Other than ethnic categories white and Mexican-American, ethnic cell sizes are too small to make judgements from.) No pattern is apparent for college ratings by income level.

"Overall, how would you rate the job Santa Ana College has done in serving the community's needs?"

A very good job  **53%**

A fairly good job  **20%**

Not a good job **1%**

Don't know  **26%**

= 25 respondents

Table 6

Attitudes Towards and Satisfaction With SAC
By Sex, Age, Ethnicity, Income

in percents

Rating of SAC	Sex		Age					
	Male	Female	Under 20	20's	30's	40's	50's	Over 60
Very good job	62.8	77.6	64.5	64.2	76.1	74.0	74.0	82.4
Fairly good job	36.5	21.7	35.5	34.7	23.9	26.0	24.0	14.0
Not a good job	0.6	0.7	0	1.1	0	0	2.0	1.8

Rating of SAC	Ethnicity							Income					
	White	Mex-Am	Black	Japan./ Chinese	Amer. Ind.	Viet.	Other	Under 5000	5000-9999	10,000s	20,000s	30,000s	Over 40,000
Very good job	72.8	77.8	12.5	80.0	100.0	66.7	71.4	65.5	70.2	72.6	68.7	84.5	62.5
Fairly good job	26.3	22.2	87.5	20.0	0	33.3	28.6	31.0	29.8	26.3	31.3	15.5	35.0
Not a good job	0.9	0	0	0	0	0	0	3.4	0	1.1	0	0	2.5

Objective: To determine the community's educational needs and desires.

Respondents were asked if they ever thought about taking a class at SAC in the future and what type of classes they were interested in. More than half, 58%, responded that either they or someone in their household may be interested. Table 7 shows responses to this question by sex, age, ethnicity, and income, and it is evident that most age, ethnicity, and sex groups responded similarly. An exception is those respondents over 60 years of age, only 29% of whom expressed interest in future classes.

Type of Classes. Respondents were further asked what type of classes interested them: transfer, occupational, or personal interest. It was discovered midway in the survey that this classification of courses was unfamiliar and confusing to some, and the results to those questions must, therefore, be qualified. The lowest percentage, 21%, were interested in college transfer classes. Most, 53%, expressed interest in enrolling in personal interest classes, and 29% would like to enroll in occupational training. Table 8 lists the many and varied classes of interest of the respondents. Those classes most often mentioned (by more than ten respondents each) include Cooking, Business, Real Estate, Secretarial, Arts, Crafts, English, Music, Photography, Spanish, Mechanics, Nursing, and Physical Education. Arts, Crafts, English, and Business were the most popular of those. English classes were often requested by Mexican-American respondents, according to the bilingual interviewer.

Table 7 shows that college transfer classes are most popular with respondents who are young--interest here decreases with age--male, and who have an annual income in the $10,000 and $20,000's. Occupational training, however, is most often requested by the Mexican-American, lower income (below $20,000) respondent. While younger groups favor transfer classes and occupational training, interest in personal

enrichment classes spans all age groups equally except the over 60 age group. Personal interest classes and vocational training classes are less popular with respondents whose annual incomes are in excess of $40,000.

Reasons Not Interested. For those not interested in any SAC classes, "no time" was the most frequently given reason, as well as "already have enough education" and "going to school elsewhere". The "other" category, interviewers noted, includes many who say they are too old for school or retired.

Days and Times. For those who did express interest in classes, the survey instrument sought to determine the times, days, and locations that would be most convenient for them to take classes. Table 9, in addition to the graphic frequency distributions, presents the results by age and sex. Little preference between week days was noted, however classes that meet on Friday are less popular. No difference for males and females and various age groups existed on this variable.

When asked what time of the day they preferred to attend class, 33% responded "morning", 15% "afternoon", and 48% "evening". Although evenings are most popular for both sexes and all age groups except over 60, females more often requested classes in the morning than did males. Afternoon classes are least favorable to females, but unpopular with all groups. Respondents under 20 years of age also responded favorably to morning classes.

Asked whether they preferred classes that meet once a week for three hours or three times a week for one hour, fully 74% preferred the former. The responses to this question were similar for both males and females and all age groups except respondents under 20 years of age. Classes which meet three times a week were preferred by 57% of the youngest respondents.

Week End Classes. Week end classes are convenient for 33% of respondents. Week end classes are preferred mostly on Saturday, by 12%, and mostly by males, 42% compared to only 27% of females, and mostly by younger persons. The older the

respondent, the less often they expressed interest in week end classes. Public transportation on week ends was mentioned as a problem by some.

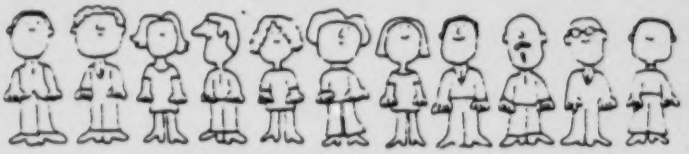
Off Campus Locations. About half of the respondents, 52%, were aware that many classes are taught off campus, and 48% were unaware. When advised by the interviewer of off campus locations, 88% said that those locations were convenient to them.

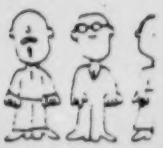
Problems Returning to School. Respondents who were interested in taking classes were also asked what problems they thought they might encounter if they returned to school. "Conflict with work hours" was reported as a potential problem most often, 28% of the time. Other anticipated problems were diverse and varied. Table 9 provides problems by sex and shows that work conflict was more often a reported problem by males and child care a concern of females.

No explanation is immediately apparent for the 18% who said that the right courses are not offered. Most of the courses of interest appearing in Table 8 are available at SAC. This is also inconsistent with the reasons given by the respondents who were not interested in attending; only 1% of that group responded that "classes needed are not offered".

Community Service Programs. Responding to a list of community service activities, the largest number of respondents had in the past attended sports activities, but interest was expressed in attending concerts - 49%, plays - 48%, art exhibits - 40%, and lectures - 42%, in the future.

"Have you or anyone in your household ever thought about taking a class at Santa Ana College in the future?"

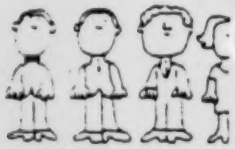
Yes, respondent  **48%**

Yes, household member  **10%**

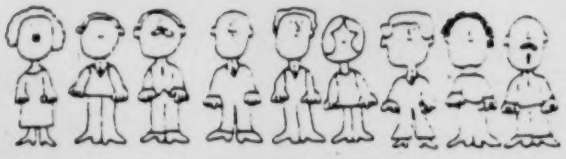
No **42%**

= 25 respondents

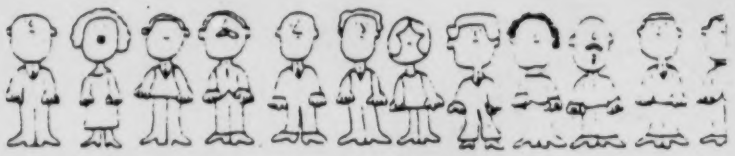
"Are you or anyone in your household interested in taking college transfer clases?"

Yes, respondent  15%

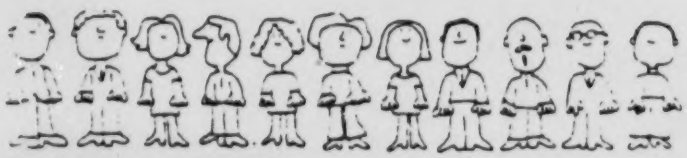
Yes, household member 6%

No  79%

"Are you or anyone in your household interested in taking classes for personal interest?"

Yes, respondent  47%

Yes, household member 6%

No  47%

"Are you or anyone in your household interested in receiving occupational training?"

Yes, respondent 23%

Yes, household member 6%

No 71%

"Which of the following types of job training would be helpful to you?"

Learning new skills 50%

Reviewing skills 17%

Adding to skills 33%

Table 7

Expressed Interest in SAC Classes
By Sex, Age, Ethnicity, & Income

in percents

Variable-Question	Sex		Age					
	Male	Female	Under 20	20's	30's	40's	50's	Over 60
Take Class in Future?								
Yes, respondent	49.8%	46.2%	47.0%	55.2%	48.9%	47.6%	51.5%	29.4%
Yes, household mbr	10.4	10.2	13.6	8.8	8.8	12.6	11.8	7.4
No	39.8	43.5	39.4	36.0	42.3	39.8	36.8	63.2
Transfer Class Interest								
Yes, respondent	17.2	13.9	25.4	20.0	16.1	10.8	5.9	8.6
Yes, household mbr	6.2	5.6	5.6	5.4	5.4	7.8	8.8	1.4
No	76.6	80.5	69.0	74.6	79.6	81.4	85.3	90.0
Occupational Training								
Yes, respondent	26.4	21.4	30.0	32.6	26.8	14.7	14.9	12.9
Yes, household mbr	7.7	4.3	2.9	5.4	5.8	6.9	9.0	2.9
No	65.9	74.3	67.1	62.0	67.4	78.4	76.1	84.3
Personal Interest Cls								
Yes, respondent	45.9	47.8	45.7	55.0	52.1	47.1	44.3	22.2
Yes, household mbr	9.6	3.9	7.1	6.2	4.3	6.7	10.0	0
No	44.5	48.3	47.1	38.8	43.6	46.2	45.7	77.8

Table 7, cont'd

Expressed Interest in SAC Classes
By Sex, Age, Ethnicity, & Income

in percents

Variable-Question	Ethnicity							Income					
	White	Mex-Am	Black	Japan./ Chinese	Amer. Ind.	Viet.	Other	Under 5000	5000-9999	10,000s	20,000s	30,000s	Over 40,000
Take Class in Future?													
Yes, respondent	48.1%	43.0%	60.0%	22.2%	100.0%	75.0%	62.5%	47.4%	50.9%	51.3%	51.6%	43.8%	40.9%
Yes, household mbr	9.1	20.3	0	0	0	0	12.5	18.4	9.4	8.4	9.7	12.3	13.6
No	42.8	36.7	40.0	77.8	0	25.0	25.0	34.2	39.6	40.3	38.7	43.8	45.5
Transfer Class Interest													
Yes, respondent	15.4	10.0	30.0	11.1	0	50.0	19.0	7.5	12.3	19.0	19.2	12.8	16.2
Yes, household mbr	5.9	6.3	0	0	0	0	9.5	5.0	7.0	3.3	3.3	7.7	7.4
No	78.7	83.8	70.0	88.9	100.0	50.0	71.4	87.5	80.7	77.7	77.5	79.5	76.5
Occupational Training													
Yes, respondent	20.4	39.0	40.0	11.1	0	50.0	28.6	17.9	35.2	33.1	21.3	15.6	15.9
Yes, household mbr	5.0	9.1	0	0	0	25.0	4.8	2.6	0	5.0	3.3	9.1	7.2
No	74.6	51.9	60.0	88.9	100.0	25.0	66.7	79.5	64.8	62.0	75.4	75.3	76.8
Personal Interest Cls													
Yes, respondent	46.3	54.3	50.0	55.6	50.0	25.0	52.4	50.0	48.2	46.7	53.2	51.3	36.2
Yes, household mbr	5.0	12.3	0	11.1	0	0	4.8	7.9	1.8	6.6	3.2	6.4	10.0
No	48.7	33.3	50.0	33.3	50.0	75.0	42.9	42.1	50.0	46.7	43.5	42.3	53.6

Table 8

Courses of Interest Named by Respondents
Frequency by Division

Applied Arts & Sciences	
Aviation & Aviation Technology	6
Child Care, Child Development, and Education	8
Cooking	12
Criminal Law	2
Home Economics - General	3
Dental Assistant	1
Interior Decorating	4
Legal Assistant	1
Nutrition	1
Sewing & Tailoring	8
Upholstering	1
Business	
Accounting	4
Banking	1
Bookeeping	5
Business - General	35
Data Processing	1
Management	1
Medical Assistant	1
Merchandizing	2
Real Estate	10
Sales	1
Secretarial	10
Typing	4
Humanities	
Art	47
Caligraphy	2
Ceramics	2
Crafts	13
Dance	7
Drama	3
English	35
ESL	2
Graphics	1
Humanities - General	2
Jewerly	3
Journalism	3
Languages - General	9
Liberal Arts - General	2
Music	20
Photography	10
Spanish	18

Table 8, cont'd

Courses of Interest Named by Respondents
Frequency by Division

Science Technology

Agriculture	2
Animal Husbandry	1
Archeology	1
Astronomy	1
Biology	3
Blue Prints	1
Botany	1
Carpentry	5
Computer Science	8
Drafting	3
Electronics	7
Electrical Engineering	1
Engineering	5
Forestry	2
Gardening - Horticulture	4
Gemology	1
Geology	1
Industrial Arts	2
Machine shop	4
Math	5
Mechanics	28
Medical	2
Metalworking	1
Nursing	17
Science	3
Small Appliances Repair	2
T.V. Repair	3
Welding	2
Woodworking	1
Veterinary Technology	1
Trucking - Heavy Equipment	1

Social Science

History	3
Psychology	5
Social Sciences	1
Sociology	1

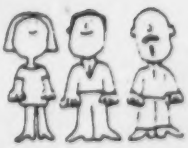
P.E.

Archery	1
Cardiopulmonary Resuscitation	1
Gymnastics	1
P.E. & Athletics - General	13
Swimming	1

Special Services

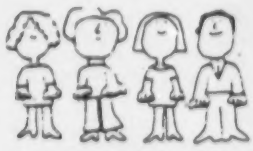
Deaf Interpretation	1
Lip Reading	1

"What is the reason you are not interested in attending Santa Ana College?"

Going to school elsewhere		16%
Already have enough education		19%
No time		31%
Image of school	0	
Moving		3%
Classes needed not offered	1%	
Other		30%

= 25 respondents

"Which days of the week are most convenient for you?"

Monday		**13%**
Tuesday		**16%**
Wednesday		**16%**
Thursday		**13%**
Friday		**7%**
Any weekday		**34%**

= 25 respondents

"Would you prefer to take classes in the morning, afternoon, or evening?"

Morning **33%**

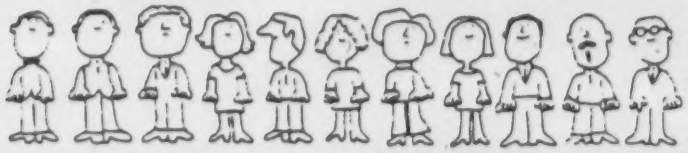
Afternoon **15%**

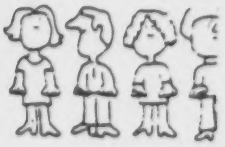
Evening **48%**

Anytime **4%**

= 25 respondents

"Would you prefer to take classes that met once a week for 3 hours, or courses that meet 3 times a week for one hour?"

Once a week  **74%**

3 times a week  **23%**

Either **3%**

= 25 respondents

"Would you like to take classes on Friday night, Saturday, or Sunday?"

Friday night **7%**

Saturday **12%**

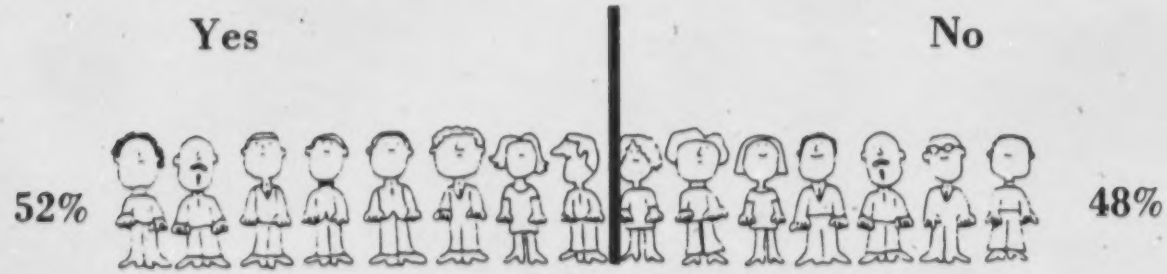
Sunday **4%**

All **10%**

None **67%**

= 25 respondents

"Do you know that many Santa Ana College classes are taught off-campus?"



"Are any of the locations convenient for you?"

(List of locations read when necessary)

"Can you tell me if any of the following things would be a problem for you if you decided to return to school?"

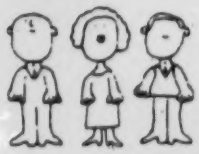
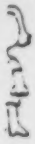
Conflict with work hours		28%
No babysitter		13%
No transportation/ Poor location		10%
Unsure of being successful in coursework		8%
Right courses not offered		18%
Too old or too long out of school		11%
Handicapped		2%
Lack of motivation		8%

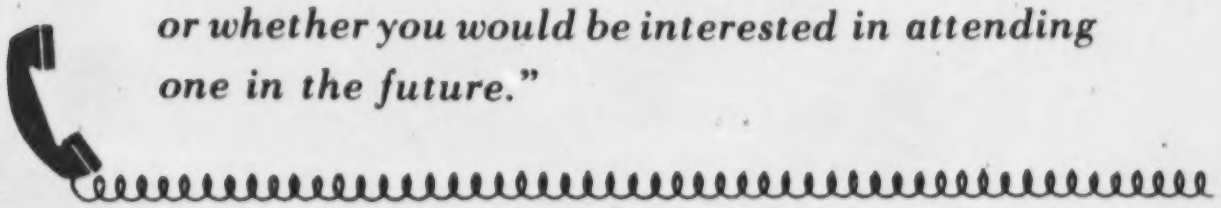
Table 9

Class Days and Times Convenient to Respondents and Problems By Sex and Age

in percents

Variable-Question	Sex		Age					
	Male	Female	Under 20	20's	30's	40's	50's	Over 60
Times of Day								
Mornings	19.3%	38.6%	41.1%	29.6%	32.0%	29.3%	32.7%	42.5%
Afternoons	16.7	12.6	17.9	14.3	9.7	12.0	16.3	27.5
Evenings	58.7	45.7	41.1	53.1	54.4	53.3	49.0	22.5
Days of Week								
Monday	12.6	13.3	19.5	14.4	13.2	8.8	10.1	10.4
Tuesday	15.8	16.1	14.3	15.1	15.8	20.6	15.9	14.6
Wednesday	17.1	15.3	18.2	11.5	17.1	16.7	18.8	18.8
Thursday	14.9	11.9	10.4	12.9	15.8	17.6	11.6	8.3
Friday	7.2	7.2	6.5	6.5	5.9	6.9	7.2	4.2
Any week day	22.1	25.8	24.7	25.9	23.0	22.5	26.1	22.9
Week Ends								
Friday night	8.3	5.7	12.7	9.2	4.0	2.9	8.7	2.8
Saturday	15.4	9.7	10.9	15.3	15.8	7.2	8.7	8.3
Sunday	7.1	2.8	3.6	4.1	8.9	2.9	0	2.8
Any week end day	11.5	8.9	9.1	11.2	10.0	13.0	6.5	5.6
None of above	57.7	72.9	61.8	60.2	61.4	73.9	76.1	80.6
Class Hours								
Once a week	72.1	73.6	40.8	80.9	71.7	75.8	84.4	79.4
3 times a week	21.4	22.1	57.1	18.0	17.4	19.7	11.1	14.7
Either	2.9	3.4	2.0	0	6.5	3.0	4.4	2.9
Other	3.6	0.9	0	1.1	4.3	1.5	0	2.9
Problems Returning								
Conflict work hrs	31.7	27.1						
No babysitter	9.4	16.6						
Transportation	10.4	10.5						
Lack of motivation	10.4	5.8						
Unsure of success	8.4	8.9						
Wrong courses	18.3	18.2						
Too old	8.9	12.0						
Handicapped	2.5	0.9						

"Please tell me whether you have attended any of the following activities at Santa Ana College, or whether you would be interested in attending one in the future."



	Attended	Interested	Both	Neither
Sports activities	7%	23%	4%	66%
Concerts	3%	44%	5%	47%
Plays	2%	44%	4%	50%
Art exhibits	2%	37%	3%	58%
Lectures	2%	39%	3%	56%

SUMMARY AND IMPLICATIONS

To summarize the foregoing, six hundred telephone interviews of RSCCD residents were obtained from 4800 attempted calls. The entire effort required 354 hours of interviewer time. The sample was found to be representative of all adult district residents on all variables except sex, and it was determined that this disproportion would bias the results little.

Almost all respondents had heard of Santa Ana College, and about half reported that they or someone in their household had attended SAC at some time in the past. However, 31% did not know that SAC was tuition-free, and 38% did not recall receiving a class schedule which was mailed to them.

Half, 53%, rated SAC as doing a very good job serving the needs of the community, but 26% were not familiar enough with SAC to rate the college. Respondents rated providing vocational education, college transfer education, and personal interest education as most important functions of the community college. Providing basic skills education and financial aid received the highest rate of "not very important" responses.

More than half, 58%, said that they or a household member would be interested in taking classes at SAC in the future, and the largest number desired personal interest classes. Arts, Crafts, Business, and English classes were most frequently requested. Classes which meet once a week for three hours are most convenient on week days, in the mornings or evenings, as student demand has already demonstrated. A third, however, expressed interest in classes which meet on the week ends.

These findings confirm that SAC is a well known institution in the community. More RSCCD residents are familiar with SAC than other community college constituencies have been found to be in similar surveys. Many are familiar with SAC through their own experience of attending here, and much potential interest exists in the community for attending SAC in the future. Many of those who have not attended SAC, however,

do not realize that SAC is a tuition-free school. This suggests that this group's knowledge of SAC is vague and comes from the fact that SAC has enjoyed a prominent geographic location in the community for many years--many live near by or drive past daily--and not by reading the class schedule and other literature mailed to residents. Furthermore, interest in SAC as a transfer institution appears somewhat diminished in comparison to its expected use and importance as a vocational training facility and school for personal enrichment.

In addition to providing data from which to develop marketing strategies and service and curriculum planning, the telephone survey provided an opportunity for personal contact between a college representative and more than 600 community members. Public relations for the college have thus been enhanced, and many respondents expressed their appreciation of the college's interest. At the end of each interview, respondents were asked if they would like additional information about the college, and as a result, 250 people received requested literature.

Additionally, from the representative sample obtained in this survey, data is now available on income, ethnicity, adult ages, and handicapped and displaced homemaker status of the RSCCD. And now that this basic demographic data and responses have been gathered, change in attitudes or any variable can be monitored when needed. Already, the survey results have been tapped for a special women's needs assessment survey for the RSCCD, and other community colleges have found SAC's instrument and results helpful to their own similar endeavors.

Appendices

COMMUNITY NEEDS ASSESSMENT TELEPHONE SURVEY

INTERVIEWER INSTRUCTIONS

1. 600 completed interviews are desired. The "Sample Listings and Interviewer Log" contains 600 sequences of four telephone numbers each. One completed interview from each sequence of four is desired. If any of the following occurs, record the response on the "Sample Listings and Interviewer Log" by date, day, and time, and move on to the next number in the sequence:

    a. disconnected number
    b. business telephone
    c. non-cooperative respondent
    d. out of district

    Otherwise, each telephone number in each sequence receives three of the following types of qualified attempts to reach the respondent before moving on to the next number in the sequence. Each qualified attempt is to be recorded on the "Sample Listings and Interviewer Log" by date, day, time, and response:

    a. no answer after 4 rings
    b. no one home over 18 years of age
    c. busy signal

    Any combination of the above three qualified attempts must take place during three different times of the day and week (one during a week day, one on a week day evening, and one on the week-end) before moving on to the next number in the sequence.

2. Interviewing may take place between 9 a.m. and 9 p.m., and after noon on Sunday.

3. If a child answers, establish if under or over 18 years of age. If under 18, ask for a parent.

    If a business answers, repeat a version of, *"I am calling residences only. 'Sorry to disturb you."*

4. Establishing a conversational mode for the interview is preferable and will occur with increased interviewing experience and/or cooperative respondents.

    If it is established through previous responses or conversation in an interview that any question is not applicable or has already been answered, code it and do not ask it.

5. If respondent desires additional information about SAC (yes to #26), fill out a "Community Needs Assessment Telephone Survey Referral" form.

6. On all interviews, make plentiful notes on the last page under "Interviewer Comments" and by "Specifics" for each question and wherever else appropriate.

7. If anyone asks what the survey is for or why are we doing this, etc., respond with a version of the following:

    "By definition, a community college is supposed to serve the needs of the community that it is located in. In order to do this, we need to survey the community to determine its needs and desires. Especially since the passage of Proposition 13 and decreased funded, we need to know what the public expects of us and how we can best serve your needs."

***** ALWAYS FEEL FREE TO ASK QUESTIONS *****

COMMUNITY NEEDS ASSESSMENT TELEPHONE SURVEY
SAMPLE LISTINGS AND INTERVIEWER LOG

Interviewer Name _____

Page _____

Sequence completed (✓)

- VS = Vietnamese speaking only
- SS = Spanish speaking only
- OD = Out of district
- CB = Respondent requested to be called back
- NA = No answer after 4 rings
- NH = No adult home
- B = Busy signal
- Bus. = Business
- NC = Not cooperative
- C = Completed interview
- D = Disconnected number

	Number (1)	Date	Day	Time	Resp.	Number (2)	Date	Day	Time	Resp.	Number (3)	Date	Day	Time	Resp.	Number (4)	Date	Day	Time	Resp.
54																				Reduced

COMMUNITY NEEDS ASSESSMENT INTERVIEW GUIDE

Telephone # ___ ___ ___ - ___ ___ ___ ___ Col. 1

Hello, I'm calling from the Santa Ana College Research Office. We are doing a survey of people in our district, and I'd like to ask for a few minutes of your time to ask you some questions about yourself and about Santa Ana College.

Last 3 zip code digits: ___ ___ ___ 8

If you can tell me your zip code, I will tell you if you live in our district.

1. Have you heard of Santa Ana College?
   1 = Yes
   2 = No
   ____ 11

   If NO, go to 7.

2. *(If yes,)* How do you know about Santa Ana College?
   1 = Familiar with/live in area
   2 = Self or family mbr. attended ____ 12
   3 = Friend who attended
   4 = From media ____ 13
   5 = From mailings
   6 =
   7 = Other (Specify) _____

3. Did you receive a class schedule from Santa Ana College in the mail this summer?
   1 = Yes
   2 = No
   ____ 14

4. Did you know that Santa Ana College is tuition free?
   1 = Yes
   2 = No
   ____ 15

5. Have you or anyone in your household ever taken a class at Santa Ana College?
   1 = Yes, respondent
   2 = Yes, household mbr.
   3 = No
   ____ 16

6. Have you or anyone in your household ever thought about taking a class at Santa Ana College in the future?
   1 = Yes, respondent
   2 = Yes, household mbr.
   3 = No
   ____ 17

7. Are you or anyone in your household interested in taking college transfer classes?
   1 = Yes, respondent
   2 = Yes, household mbr.
   3 = No
   ____ 18

   (If yes,) In what subject area? Specify _____ _____
   1 = Applied arts & sciences
   2 = Business ___ ___ 19
   3 = Humanities
   4 = P.E. ___ 21
   5 = Science & technology
   6 = Social sciences
   7 = Counseling & guidance
   10 = General
   11 = Other (Specify) _____

8. Are you or anyone in your household interested in receiving occupational training?
   1 = Yes, respondent
   2 = Yes, household mbr.
   3 = No
   ____ 22

   (If yes,) Which of the following types of job training would be helpful to you?
   - Learning new skills for a new or first job — 1 = Learning new skills ____ 23
   - Reviewing skills that you learned earlier — 2 = Reviewing skills ____ 24
   - Adding to skills for your present job — 3 = Adding to skills

In what occupational area? (Specify) _____ Same categories as #7 __ __ 25
_____ ___ 27

9. Are you or anyone in your household interested in taking classes for personal interest?
1 = Yes, respondent
2 = Yes, household mbr. _____ 28
3 = No

(*If yes,*) In what subject area? Same categories as #7 __ __ 29
___ 31

If NO to 6 through 9, ask 10 and then go to 14.
If YES to any one of 6 through 9, go to 11

****

8 Always = Don't know/Undecided/No knowledge
9 Always = Not applicable

****

10. What is the reason that you are not interested in attending Santa Ana College?

Specifics _____

_____

1 = Going to school elsewhere (Where)
2 = Already have enough education _____ 32
3 = No time
4 = Image of school _____ 33
5 = Moving
6 = Classes needed not offered
7 = Other (Specify) _____
_____

Go to 14.

11. We would like to know the times that would be most convenient for you to take classes. Would you prefer to take classes in the morning, afternoon, or evening?
1 = Morning _____ 34
2 = Afternoon _____ 35
3 = Evening
4 = Anytime

Which days of the week are most convenient for you?
1 = Mon. 6 = Sat. __ __ 36
2 = Tues. 7 = Sun. ___ 38
3 = Wed. 10.= Any weekday
4 = Thurs. 11 = Anytime ___ 39
5 = Fri.

Would you like to take classes on Friday night, Saturday, or Sunday?
1 = Friday night _____ 40
2 = Saturday
3 = Sunday _____ 41
4 = All
5 = None

Would you prefer to take courses that meet once a week for one hour?
1 = Once a week
2 = 3 times a week _____ 42
3 = Either
4 = Other (Specify) _____

12. Do you know that many Santa Ana College classes are taught off campus?
1 = Yes
2 = No _____ 43

Are any of the locations convenient for you?
Read list of locations if necessary.
1 = Yes
2 = No _____ 44

Specifics _____

13. We know that there are many things that make it difficult for people to attend classes. Can you tell me if any of the following things would be a problem for you if you decided to return to school?

1 = Conflict with work hours
2 = No babysitter ___ ___ 45
3 = No transportation/poor location
4 = Unsure of being successful in coursework ___ 47
5 = Right courses not offered
6 = Too long out of school or too old ___ 48
7 = Handicapped
10 = Lack of motivation
11 = Other (Specify) _____
_____

14. Please tell me whether you have attended any of the following activities at Santa Ana College, or whether you would be interested in attending one in the future.

- Sports activities	1 = Attended	___ 49
- Concerts	2 = Interested	
- Plays	3 = Both	___ 50
- Art exhibits	4 = Neither	
- Lectures		___ 51
- Other (Specify) _____		___ 52
		___ 53
		___ 54

15. I am going to read some statements describing the purposes and goals of Santa Ana College. For each statement that I read, please tell me whether you feel it is a very important goal, a fairly important goal, or not an important goal.

1 = Very important
2 = Fairly important
3 = Not Important

- Preparing students to go on to a four year college ___ 55
- Preparing students for a job or to improve job skills ___ 56
- Provide training in basic skills such as reading, writing, & arithmetic ___ 57
- Provide community programs and cultural enrichment ___ 58
- Provide college counseling ___ 59
- Provide financial aid for attending classes ___ 60
- To give everyone the opportunity to take classes of their interest ___ 61
- Other (Specify) _____ ___ 62

16. Overall, how would you rate the job that Santa Ana College has done in serving the community's needs? A very good job, a fairly good job, or not a good job?

1 = Very good
2 = Fairly good ___ 63
3 = Not good

Specifics _____

17. Do you subscribe to a local newspaper?

1 = Yes ___ 64
2 = No

(If yes,) Which one?

1 = L.A. Times ___ 65
2 = Register
3 = Other (Specify)_____ ___ 66

18. Do you have a favorite radio station that you listen to most often?

1 =
2 = ___ 67
3 =
4 = ___ 68
5 =
6 =
7 = Other (Specify) _____

19. Do you ever watch Channel 50 on television?

1 = Yes ___ 69
2 = No

Now I'd like to ask you a few questions so that my office will have some information about the background of each respondent. This information will be used for statistical purposes only.

20. What is the last grade that you completed in school?

1 = Some high school
2 = High school graduate ___ 70
3 = Some college
4 = B.A. or B.S.
5 = Advanced degree
6 = Other training
7 = Decline to state

How long ago was that?

1 = Presently attending or less than 1 year
2 = 1 to 3 years ___ 71
3 = 4 to 9 years
4 = 10 or more years
7 = Decline to state

21. Are you under 20 years old? In your 20's, 30's, 50's, or over 60?

1 = Under 20
2 = 20's
3 = 30's
4 = 40's ___ 72
5 = 50's
6 = Over 60
7 = Decline to state

****

8 Always = Don't know/Undecided/No knowledge
9 Always = Not applicable

****

22. Are you white, Mexican-American, black, Japanese or Chinese, American Indian, or none of those?

1 = White ___ ___ 73
2 = Mexican-American
3 = Black
4 = Japanese or Chinese
5 = American Indian
6 = Vietnamese
7 = Decline to state
10 = Other

23. What was the annual income of your household for 1978? Under $5000, 5000 to 10,000, 10,000's, 30,000's, 40,000's, or over 50,000?

1 = Under $5000
2 = $5000 to 9999
3 = $10,000's
4 = $20,000's ___ 75
5 = $30,000's
6 = $40,000 or over
7 = Decline to state

24. Are you or any members of your household handicapped? 1 = Yes, respondent 2 = Yes, household mbr. 3 = No ___ 76

25. Are you or any members of your household recently divorced or widowed and left without adequate means of support? 1 = Yes, respondent 2 = Yes, household mbr. 3 = No ___ 77

26. Can we have someone from the college provide additional information to you about Santa Ana College? 1 = Yes 2 = No ___ 78

(If yes, fill out referral form.) Specifics _____

Thank you very much for your time. You've been a great help for the college. Good-bye.

Interviewer check:

27. Respondent is: 1 = Male 2 = Female ___ 79

28. Respondent is: 1 = Cooperative 2 = Non-cooperative ___ 80

Interviewer comments:

Interviewer name:

Date of interview:

Time of interview:

****

8 Always = Don't know/Undecided/ No knowledge
9 Always = Not applicable

Respondents' Comments
Recorded By Interviewers

1. He wouldn't go to SAC because of the neighborhood.

2. Financially able to send my children elsewhere for schooling.

3. Calender of events and Continuing Education schedule should be attached.

4. Appreciate efforts in going about finding information to improve the institution.

5. Against Junior College Students; waste of time-students should go directly to a University.

6. Friends are really happy with SAC.

7. She thinks classes for vocational training should be offered. Students seem to lack ability to apply knowledge to work.

8. Students should help themselves to pay for books and should learn ro pay their way.

9. One biggest complaint is that a lot of classes that are mandatory are unnecessary.

10. Day students get all the privileges and night school students get nothing.

11. Very Christian-against public school-immoral atheistic.

12. The lady was very concerned with her husband's attendance rejection after Prop.13. She wanted to know why?! (She lived in Tustin.) (She was telephoned later and informed of district attendance agreements.)

13. Should offer transportation at night.

14. Room for improvement in public communications. Most Spanish speaking don't know SAC is free-should have more advertizing for Latin Americans.

15. Financial aid only if it meant he couldn't attend classes-but most can help themselves by working.

16. Said it was very interesting for SAC to be interested in community.

17. Most people indifferent to cultural enrichment programs.

18. Orange Coast does better.

19. Provide cultural enrichment for all races.

20. SAC provides good opportunity for those who want education.

21. She felt counseling needed better counselors.

22. Lives in Tustin, SAC too far.

23. Afraid to come to SAC at night.

24. Too many things duplicated; costing more than necessary.

25. Doing a good job helping minorities.

26. Basic skills should not be offered.

27. She came to see a children's play, thought it was excellent.

28. Students don't learn because it doesn't cost any thing.

29. Offer upholstery for high school drop outs.

30. Presently attending SAC, but might transfer because SAC does not offer Zoology courses.

31. Her husband was on the school Board so she thought SAC was an excellent school.

32. Provide financial aid for attending classes to own local students, not foreign students.

33. Provide for needy <u>if</u> dedicated to study.

34. Everyone seems cooperative at SAC.

35. College counseling needs improvement.

36. Financial aid not flexible; too much paper work.

37. Can improve financial aid availabilty.

38. Basic skills should be learned in high school.

39. SAC has improved in the last several years.

40. SAC should have T.V. station.

41. Should have basic skills before entering college.

42. Need more classes for senior citizen groups.

43. Should have more classes for deaf.

44. If more classes off campus more people would attend.

45. Won't go to SAC. It is limited in interior design-also limited in business classes.

46. Very important for boys who are't scholastic to have vocational training like carpentry, plumbing, etc.

47. Would take classes on Fri., Sat., or Sun. if a mini course.

48. There are no off campus locations in Tustin.

49. Students can work rather than receive financial aid for attending classes.

50. If knew about cultural events would attend.

51. Important to provide community programs & cultural enrichment for poor.

52. It's a women oriented school.

53. Provide aid for the needy to attend class.

54. Wanted commercial aviation ground classes at SAC, but not offered.

55. Lives closer to Orange Coast College.

56. They didn't care for school.

57. Closer to Fullerton College.

58. Needed nursing refresher course but SAC didn't offer it.

59. Son-in-law attends night classes & speaks highly of the school.

60. Nothing but good experiences, excellent job.

61. Prefers to go Fullerton College.

62. Prefers to go to CSF.

63. Very good vocational & management courses.

64. Pleased by facility.

65. Would attend Orange Coast College because it is closer.

66. Don't like SAC for bad image and reputation; prefers to go to Orange Coast College.

67. He went to OCC because they have more interesting classes. Should offer full PE at night.

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